



Accessibility Plan Montgomery High School 2016 – 2019

STATEMENT

Montgomery High School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect.

Students will be provided with the opportunity to experience, understand and value diversity.

Montgomery High School shall undertake a disability audit using a cross section of staff, students and parents.

As a result of the audit Montgomery High School will:

- Write and action plan which includes targets (2016-2017)
- Make the policy and targets known to all staff, students and parents.
- Monitor the success of the plan.
- The Plan will be reviewed annually by Governors, Principal, and responsible persons.

The Academy Council will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of students with disabilities).

The Accessibility Plan is drawn up to cover a three year period.

Signed:

Date:

Principal 04/04/2016

The definition of disability is as below

Someone with a physical or mental impairment

The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

Montgomery High School recognise duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. (See FCAT Equality Policy)

It is unlawful for an academy or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Montgomery High School will:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

Scope of the Accessibility Plan

This plan covers all three main parts of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.

Currently, at Montgomery High School, all students can access the curriculum regardless of disability. The school develops its building programmes to accommodate the need for access to all.

This part of the planning duty covers aids to improve the physical environment of the school and physical aids to access education.

The physical environment at Montgomery High School includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

PEEP's are included in the Fire Plans.

Aids to physical access include ramps, handrails, a lift, widened doorways, electromagnetic doors, adapted toilets and washing facilities.

Adjustable lights are to be introduced.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware, electric chairs and specialist pens and pencils.

At Montgomery High School the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the buildings and planning meetings (Planning Duty).

Montgomery High School will make a distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty.

SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but Montgomery High School would, as a general measure, provide blinds and adjustable lighting through the buildings planning duty and access to large print facilities..

2. Increase the extent to which disabled students can participate in schools' curriculums.

At Montgomery High School the curriculum is carefully designed to meet the needs of all learners and all students to access a broad and varied curriculum. No students cannot access learning at our school.

This part of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Montgomery High School plan to improve progressively access to the curriculum for all disabled students although many adjustments to access and this will be dependent on individual needs and may be provided through the SEN framework.

The accessibility strategies and plans will help to ensure that Montgomery High School is in the forefront of planning and preparing to respond to the particular needs of individual students.

3. Improving the delivery of information to students with disabilities.

Any students requiring additional support are clearly identified on entry to Montgomery High School.

Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

Some students are allocated additional support in registration and lessons.

Some students are also allocated home-school case workers to ensure effective communication with parents as well as the children.

This part of the duty covers planning to make information normally provided by the school in writing to its students – such as handouts, timetables, textbooks, information about school events – available to disabled students.

This includes alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT.

This information is made available within a reasonable time frame and takes account of the student's disabilities and students and parents preferences.

Aims (2016 – 2017)

Montgomery High School aims and continues to include all students, including those with disabilities, in the full life of the school. Our strategies include:

- Having high expectations of all students
- Enhancing and adapt existing ways in which all students can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips
- Excursions so that students with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- Planning the physical environment of the school to cater for the needs of students with disabilities through Montgomery High School building plan
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- Providing written information for students with disabilities in a form which is user friendly.

Monitoring

Montgomery High School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. Montgomery High School will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Selection & recruitment of staff
- Academy Council representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on governors, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc.)

Supporting legislation

- The Equality Act 2010
- Children Act 1989; and Special Educational Needs and Disability Act 2001
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Disability Discrimination Act 1995
- Disability Discrimination Act 2005
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Age) Regulations 2006

Other related school policies

Equality for disabled students is included in all of Montgomery High School and Fylde Coast Academy Trust policies

Equity and Diversity Impact Assessment

Date: 04/04/2016	Policy/Activity: Accesibility Plan	Assessor: GF
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
1	Disability			
	Example: physical disabilities, learning difficulties or medical needs	x	Potential accessibility issues	Make a range of accessibility tools available e.g. 'text to audio', large text, etc., as needed.
	Young carers/carers			
2	Gender			
	Females/Males			
3	Sexual Orientation			
	Example: Gay, lesbian			
4	Gender Reassignment			
	Gender Reassignment			
5	Race/Ethnic Group			
	Example: Black, Asian, Chinese, etc.			
6	Pregnancy/Maternity			
	Pregnancy or maternity/paternity			
7	Marriage/Civil partnership			
	Marriage/Civil Partnership			
8	Religion or Beliefs			
	Example: Jewish, Muslim, Christian etc.			
9	Age			